DOCUMENT RESUME

ED 296 599 FL 017 511

TITLE	Foreign Language/Intercultural Program. You and I (Kindergarten). DS Manual 2650.0.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
PUB DATE	Apr 88
NOTE	36p.; For related documents, see FL 017 512-520.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; Classroom Techniques; *Cross Cultural Training; Cultural Awareness; Curriculum Guides; Educational Objectives; *Experiential Learning; Field Trips; Kindergarten; Primary Education; Second Language Instruction
IDENTIFIERS	*Dependents Schools

ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The kindergarten guide contains units on self-identity, socialization, traffic safety rules, safety and seasonal changes, customs and traditions, community helpers, food production in the host nation, physical education, the arts, and pets and favorite animals. The guide is illustrated with student art. (MSE)

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DS Manual 2650.0
April 1988

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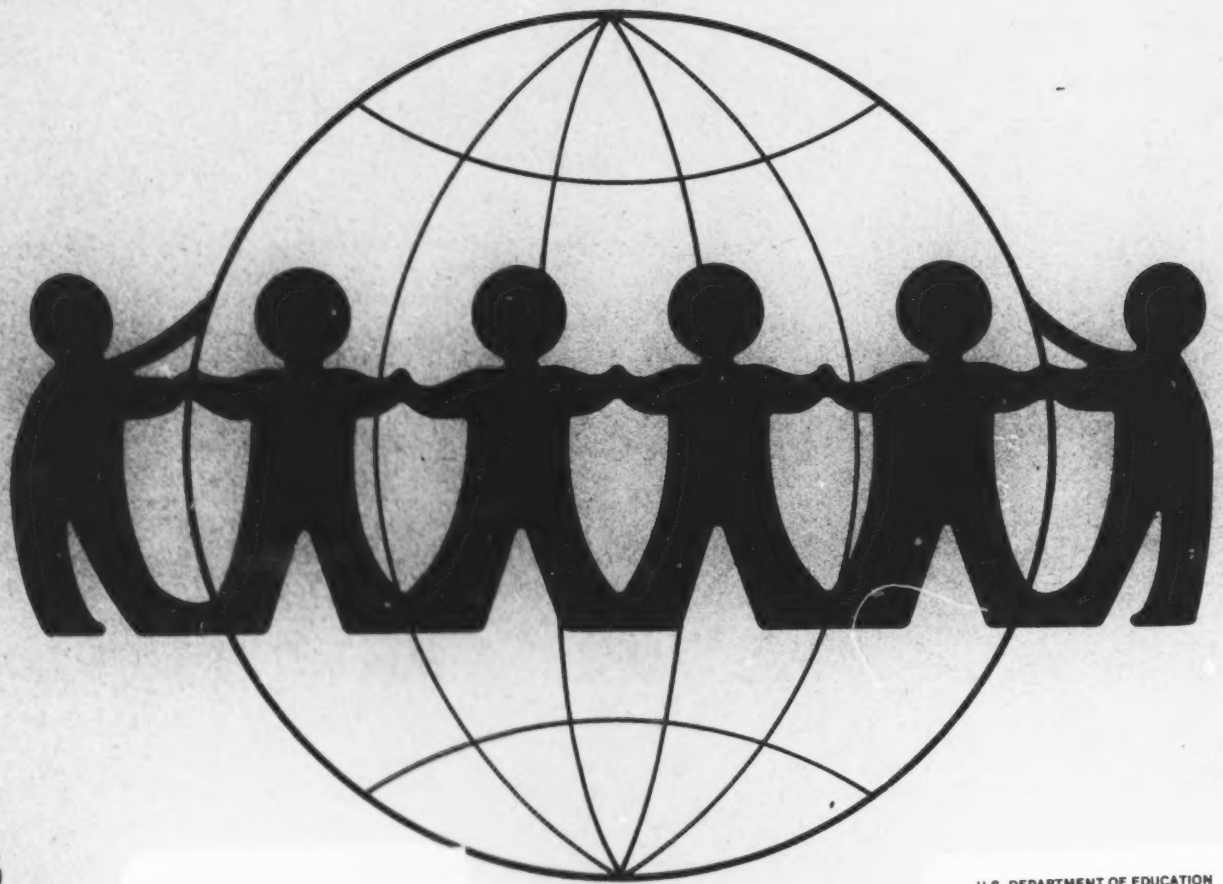

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YOU AND I
(Kindergarten)

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PREFACE

The Department of Defense Dependents Schools (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

ACKNOWLEDGEMENT

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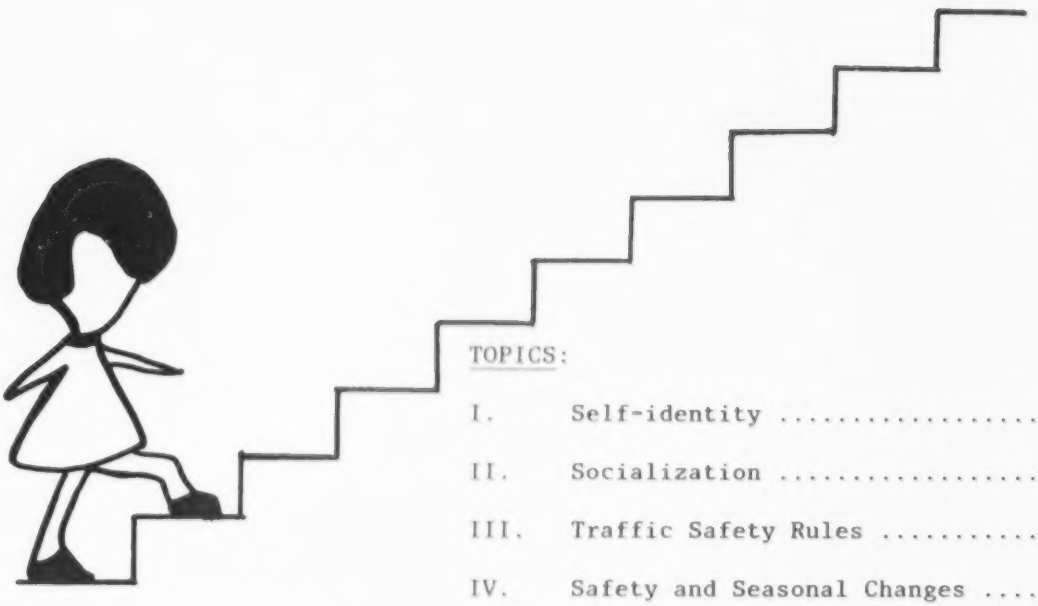

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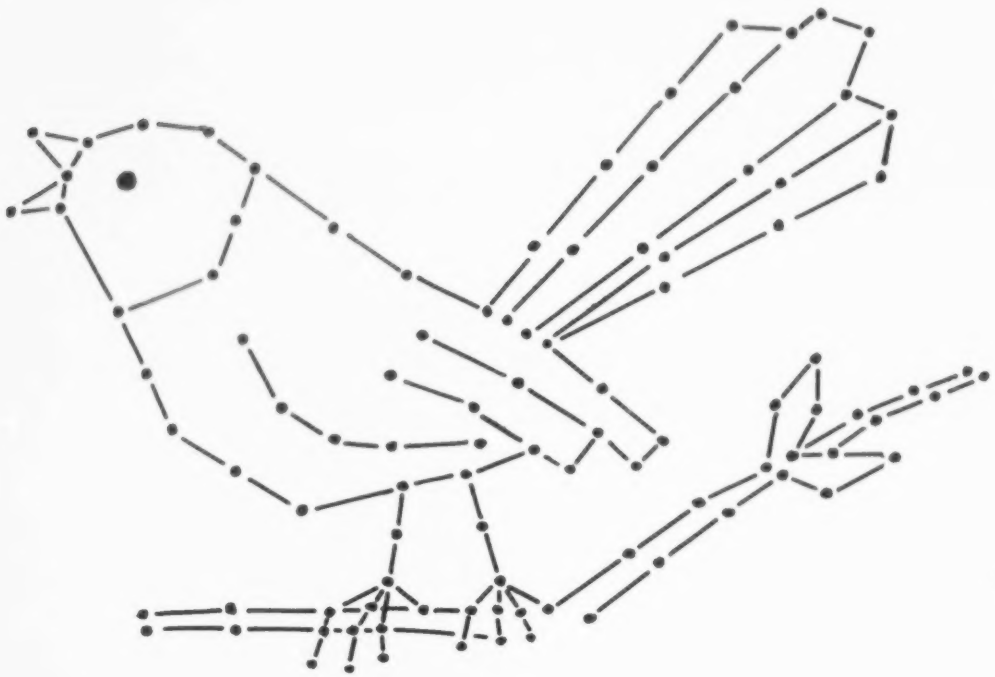
INTRODUCTION

The first section of the host nation program at the kindergarten level focuses on activities which allow the children to discover more about themselves, their physical characteristics, feelings, likes and dislikes, and their developing skills. As the year progresses, the children will participate in many learning experiences which will allow them to become better acquainted with the folktales, music, art, holiday traditions, and day-to-day lifestyles of their host nation peers. As they explore the local host nation community, they will discover many similarities and interesting differences between their families' way of life and that of host nation families. During the first weeks of school and throughout the year, traffic rules and safety precautions should be taught and reviewed.

A minimum of 40 minutes per week should be allotted for host nation instructional activities at the kindergarten level. It should be noted, however, that intercultural activities should be integrated into other curriculum areas throughout the year.



Kasey Woody
Ansbach Elementary/High School
Germany

"The Comfortable Age"

Age 5

Five-year-olds go to kindergarten looking forward to this new experience. They enjoy other children and want to be with them. At this age level, the children are beginning to have good control of their bodies, and they can use them quite purposefully and skillfully. They love to run, skip, and dance; they enjoy climbing and jumping. They are beginning to use language well. They talk freely, carry on conversation and love to express their ideas, tell you a story, or talk about something they have experienced.

Five-year-olds enjoy storytime. Whether they are listening to folktales or stories about the here and now, or stories about other children and their families, the storyteller will have their rapt attention. Rhythms and songs are truly enjoyed by five-year-olds. They love to make up dances and they participate enthusiastically in singing and rhythmic games. They enjoy listening to poems and rhymes since the rhythmic swing adds to the joy in listening.

Five-year-olds want to create. They experience a definite feeling of accomplishment when they have a finished project to share. The children love dramatic play. They are always ready to act out a story they have heard. They love to "dress up." They are very much interested in homelife and act out this interest by playing "house," being "mother" or "father," playing "doctor," or "going shopping."

Five-year-olds are interested in group activities and group play, but they are still very much concerned with themselves as individuals. They may not really cooperate with others for more than short periods of time as their interests are still self-centered. The children are learning to take turns, to share, and to respect other's belongings. Five-year-olds want to be independent and rely on their own powers. They should be encouraged in this desire.

The theme "You and I" refers to the American child and the host nation child growing up together in an interdependent society, exploring the immediate environment to discover the developing self and each other.

Jenkins, Gladys G., et.al., These Are Your Children, (New York: Scott, Foresman & Company, 1953)

Every Student should

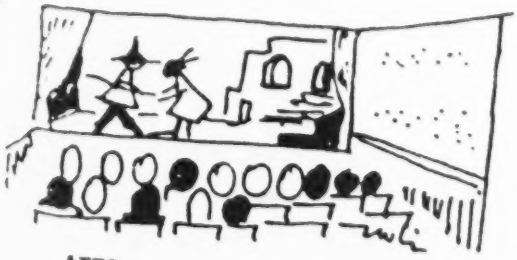
EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.

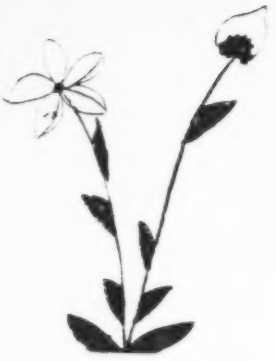


ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

TOPICS:

I. Self-identity, "Who Am I?"



OBJECTIVES:

- Describe personal physical features.
- Relate the importance of names to one's self-concept.
- Join in a variety of activities that promote a better understanding of self.
- Imitate the sounds of the host nation language.
- Use simple host nation phrases in various situations.
- Recite simple host nation songs and rhymes.

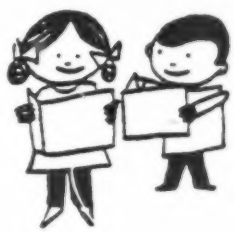
ACTIVITIES:

1. Mystery box: Decorate a box with bright colors and objects, and place a mirror in the bottom. Begin the class by telling children that you have a "mystery box." This box is very special because if you look in it, you will see a very beautiful person. If everyone promises to keep the secret you will show them who is inside the "mystery box." After all children have seen their images in the box, discuss the importance of each individual and what she/he can share with all the people of the world. Teach children a traditional host nation song or game which will reinforce the "I am beautiful, we are all beautiful" concept.

2. Birthdays: A child's birthday observation can be used to enhance self-concept. In order to make each birthday special, children should be allowed to choose a host nation song, story, or game on their birthday. If there are special traditions related to birthday celebrations in the host nation, discuss these with children.

3. What do I look like? While seated in a circle, have children pass a mirror around and discuss facial features. Everyone has two eyes, two ears, nose, mouth, eyebrows, teeth, etc. Use hand puppets to teach a host nation song or game about facial features.

4. How do I sound? Bring a tape recorder to class. Review with children a song they have learned previously. Depending on the size of the class, divide the class into small groups of three or four. When you are ready to tape, let each group sing a line or two from the song. Be sure to identify the children giving the children's names in the group. Example: Now we will have Paul, Janice, Issy, and Jon sing "London Bridge is Falling Down." Taping can be carried out over several class periods. Allow time after each taping for children to hear themselves and comment on how they sound.



5. Body silhouettes: The classroom teacher and the host nation teacher should work together on this activity. Group the children in pairs. One member of each pair lies flat on a large sheet of paper while the other traces an outline with a large crayon.

You may want to invite older students or parent helpers to assist with the tracing, but try to let the children do the tracing themselves. This project can be carried out over several class periods. When all the silhouettes have been traced, cut them out and have each child fill in the face, hair, clothes, etc. Put the child's names on each silhouette and tape them up around the room.

6. What do we wear? Refer to the body silhouettes previously made by the class. Discuss the clothing they were wearing in the silhouettes. Use hand puppets to teach the host nation words for clothing.

7. Parts of body. Use hand puppets to teach another game or song about names for parts of the body; e.g., head, nose, knees, toes. Have children do movements which go with the words.

8. Comparing names, "What's in a name?"

a. When students are sitting in a circle, ask their names and how they got the names. Next, tell the class about typical names for boys and girls in the host nation country. If possible translate each child's name into a host nation equivalent name. Example: "Paul, your name would be Pablo if you were born in Spain." "Mary, your name would be Maria."

b. After the children have had the opportunity to practice saying their host nation name, describe any special customs which may be associated with naming a new born baby in the host nation. Compare these traditions with any that students are aware of in their own families.

9. How I feel. Use hand puppets to discuss feelings with children. Have puppets make statements about themselves such as:

a. I am happy when _____
b. I feel sad about _____
c. I like to eat _____
d. I get angry when _____
e. I love _____

Ask children to tell one thing that makes them feel good and one that makes them unhappy. Have puppets teach phrases for "I'm happy, sad, angry," etc., in the host nation language.

10. Nonverbal communication. Have children respond with facial expressions and gestures to the following questions:

a. How would you look if you felt happy? sad? afraid? angry?
b. How would you look if someone gave you a new toy?
c. How would you look if you were watching a scary movie?
d. How would you look if you were given a big ice cream cone?

Pass out drawing paper, and ask each child to draw a picture about one thing that would make them happy. Example: Getting a pet for a birthday.

11. Five senses fair. To increase awareness of sensory impressions, prepare a "Five Senses Fair" for the children. Set up five centers and organize children in small groups to rotate through each center. Use objects, musical instruments, etc., which are typical of the host nation whenever possible. Examples:

Hearing	Taste	Touch	Smell	Sight
Bells	Salt	Soft (cotton or velvet)	Perfumes	Prism
Drum	Sugar	Smooth (silk)	Garlic	Color slides
Xylophone	Lemon slices	Rough (sandpaper)	Onion	Magnifying glass
Tamborine	Apple slices	Hard (wood)	Potpourri	Photos

As a follow up activity, discuss with the children some of their impressions about each center. What experiences were most pleasant? Unpleasant? Why? What are some of the things they learned about their five senses?

Angel Pooler
Bob Hope Elementary School
Japan

TOPICS:

II. Socialization, "Who are you?"

OBJECTIVES:

- Identify similarities and differences between self and others.
- Assist others in small and large group activities.
- Join in a variety of activities with persons from the host nation community.
- Join in an exchange program with a host nation kindergarten.
- Use simple host nation phrases in various situations.
- Practice the host nation language with native speakers.
- Use simple host nation phrases in various situations.
- Recite simple host nation songs and rhymes.
- Give examples of how the study of host nation language phrases helps in communication.

Jon Carmen
Kalayaan Elementary School
Philippines

ACTIVITIES:

1. Puppet Talk I: Similarities and differences. Introduce two or more hand puppets or dolls to the class. Give one a popular host nation name and the other a typical U.S. name. The children are to pretend the puppets are real children from each country. Develop dialogues around the following topics:

a. How are Sabina and Susan alike? They have mothers, fathers, grandparents, homes, and pets. They go to kindergarten, laugh, play, cry, sleep, eat, etc.

b. How are they different? Their names, size, food, likes and dislikes, house, manner of eating, favorite story, language, holiday, and customs.

c. If Sabina could speak, how would she sound in her host nation language? The host nation teacher should use some simple phrases and greetings.

d. If Susan could speak, how would she sound? Give the same phrases in English.

2. Puppet Talk II: Nonverbal communication. If Sabina and Susan do not understand each other's language, how can they make themselves understood? Ask children to demonstrate how they would communicate some of the following things by using gestures:

a. "I'm hungry, tired, sad, happy, hot, cold, frightened, lost, need some money, etc."

b. "I have a headache, toothache, stomachache, sore feet, something in my eye."

c. "Would you come with me, go away, be quiet, speak louder, standup, hurry, slow down, etc?"

With Sabina as the teacher, the class will find out that symbols and gestures don't tell us enough in every situation. We need words to express meanings. The class will learn from Sabina and other puppets how to communicate basic information in the host nation language.

3. Puppet Talk III: Exploring the host nation community. Both girl and boy puppets should be used as often as possible throughout the year to illustrate what happens in different situations in the host nation. The kindergarten children could pretend to "go with" the puppets as they perform different tasks. This can be used as a preparation for a study trip and as a review of what was experienced on the trip. Examples:

a. Sabina and Susan shop for eggs, bread, milk, fruit at the market.
b. Sabina and Susan visit the farm, the zoo, or the pet shop.
c. Sabina and Susan go to a birthday party.
d. Sabina and Susan visit each other at school.
e. Sabina and Susan visit each other at home.

Parents should be encouraged to help children practice the appropriate host nation vocabulary for these activities.

4. Class Exchanges:

a. Come visit me. Exchange visits are often more successful when they are planned to coincide with a special event or holiday observation. For example, American children could invite a host nation kindergarten to a Valentine Party or Halloween Parade Party. They could visit the host nation partner school on one of the host nation days when a special activity is being carried out. Both classes should plan ahead for what will be done on these visits.

Clint Aldridge
Seoul American
Elementary School
Korea

b. How do we communicate? In preparation for a visit to or from a partner kindergarten class, ask the children what they would like to know about the other children. Some typical questions might be:

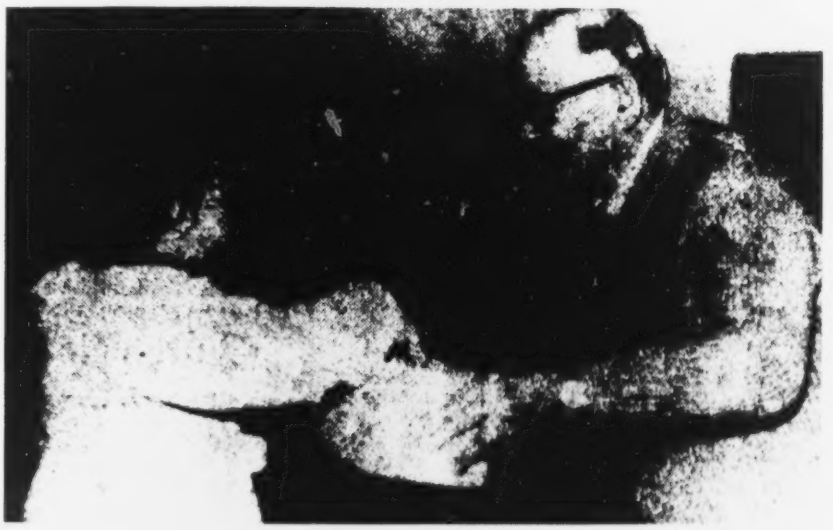
(1) Do you have a pet?
(2) Do you have brothers or sisters?
(3) How old are you?
(4) What is your name?
(5) What games or songs do you like?

The U.S. class could tape some information about themselves and send these along with pictures of themselves to the partner school and receive photos and taped information in return. The host nation teacher can translate this information into English and use this as a basis for language development activities with the children. The children should practice basic greetings and phrases in the host nation language such as, "Good morning!" "How are you?" "I'm fine." "My name is _____." "What's your name?" The hand puppets will be useful in illustrating language and gestures related to getting to know the host nation children.

c. Describe life in host nation kindergarten.

(1) Make a large outline of the U.S. kindergarten room. Let children draw furniture, sinks, interest centers, etc., and paste in appropriate places on drawing of room.
(2) Practice vocabulary to describe things in room.
(3) Practice songs in the host nation language.

(4) Review what the children will see and do at the host nation kindergarten.



(5) On the day of the visit, each U.S. child can bring a small gift which may be something as simple as popcorn balls wrapped in cellophane and tied with a bright ribbon. During the visit children might do art work together, or play a host nation and a U.S. children's game, sing songs in both languages, and share a snack together.

d. Follow-up activities. Send a "thank you" tape or class letter to the host nation school along with pictures of shared activities drawn by the students. Have students make a picture of the host nation kindergarten and put it up next to a picture of own kindergarten. Discuss similarities and differences. Review songs heard and games played at the host nation kindergarten. Plan time for host nation kindergarten to visit U.S. class.

e. Host nation grandparents. Besides getting to know their peers in the host nation, kindergarten children should get to know older people in the community. This could be especially worthwhile for the overseas child who may not see her or his grandparents in the United States for long period of time.

The host nation teacher and the classroom teacher should plan for several activities throughout the year when children will visit or be visited by older people in the community. Examples of possible activities with "grandparents:"

(1) Invite older people who are skilled in particular arts and crafts to demonstrate these in class.

(2) Invite persons from a senior citizens' home to join the class for a "Thanksgiving Lunch" or other host nation holiday lunches or snacks prepared for the class by parents.

(3) Take children to a senior citizens' home after arranging for both to view a puppet show or other entertainment where language is not a barrier. Arrange for party snacks (cookies, ice cream, yogurt bars, fruit) to be served after the entertainment.

(4) Invite "grandparents" to the school's Christmas program. Each grandparent could have one or two homemade gifts to give to a child. Each child could be paired with a grandparent for an exchange of gifts to be made in class. This activity should be carefully planned ahead of time so that no grandparent or child is without a small "surprise" gift! The Christmas party could follow the Christmas program and the exchange of gifts and cards.

(5) Each child could send a large, frilly handmade Valentine card to "grandparents."

(6) Host nation "grandparents" might visit the class to help children make a typical dessert which they enjoyed as children.

My Grandma is a
Very special person.
She helps me every
day.
She sings me songs,
Plays games with
me, and laughs
my jokes away.
Her old gray curls
Sparkle out of
Sight.
I think about her
every night.
She's my favorite
person.

Marie Badger
Seoul
Korea

TOPICS:

III. Traffic Safety Rules (This topic should be taught at the very beginning of the school year and repeated throughout the year.)

OBJECTIVES:

- Identify traffic signs and safety rules of host nation.
- Join with a host nation school to practice safety rules.
- Identify a police person as a helper.
- Respond physically to directions given in the host nation language.
- Recite simple host nation songs and rhymes.

Eric Wood
West Ruislip
England

ACTIVITIES:

1. Invite local policemen to talk about safety rules.

2. Show films or slides and discuss how a policeman can help.

3. Show pictures of safety signs and discuss what they mean.

4. Take the children for a walk around the community and discuss how to cross streets. If possible, teach a song about crossing streets.

5. Do an art lesson related to traffic safety.

6. Act out safety rules with puppets.

Eric Wood
West Ruislip
England

TOPICS:

IV. Safety and Seasonal Changes (In countries where there are strong seasonal changes in the weather, the teacher will need to review with children the safeguards they should take against seasonal hazards.)

OBJECTIVES:

- o Practice safety rules related to seasonal hazards in the host nation.
- o Identify seasonal clothing worn in the host nation.
- o Imitate the sounds of the host nation language.
- o Use simple host nation language phrases in various situations.

THE WIND

As the night died,
The sound of the wind came thundering and pounding,
As if to say remember me not only as a cool breeze that carries leaves,
But as a strong warrior with the power
To change a landscape with ease.

Harry Sommner
M.C. Perry High School
Japan

Richard Sayeon
Byrd Elementary School
Japan

ACTIVITIES:

1. Winter: In countries where the winters are severe, discuss with children the need to dress warmly.

a. Show the children pictures of host nation children dressed in winter clothing and pictures of U.S. children. Ask children to identify host nation children. Compare the pictures and ask students whether host nation children wear the same clothes as U.S. children. What do host nation children wear that U.S. children do not?

b. Show children two large cardboard paper dolls. Have items of winter clothing for both dolls: boots, jackets, sweaters, scarves, and caps. Have children help you dress paper dolls in appropriate clothing. Teach the host nation word for each item of clothing. When the dolls are completely dressed, teach children a game or song about winter.

c. Act out getting dressed in winter time. Have children stand in a circle with you and act out a little song about putting on warm socks, boots, jackets, hats, etc.

d. Discuss winter activities carried out in the host nation. Show pictures of families skiing, ice skating, or other typical activities. Remind children of safety rules related to different winter sports activities. Use two handpuppets, one representing a host nation child, the other a U.S. child to discuss traditional winter activities.

e. Discuss with children their favorite winter activity. Have them draw pictures of themselves appropriately dressed for playing outside in the snow or other wintry conditions.

f. Use puppets to teach host nation terms for winter and wintry conditions. For example: "It's cold today." "It's snowing!" "The sky is cloudy." "It's raining!" "It's icy and slippery!"

g. Discuss with class how slippery it is in winter and how they should dress to prevent slipping in snow when they go out. Use real snow and a doll and discuss how slippery it is when suitable shoes are not worn.

2. Safety: Invite a local resource person who knows about safety and have him/her explain about their safety program.

3. Summer: In some host nation countries there are snakes in the summer season. Discuss with the students how dangerous snakes can be when they return from their winter sleeping. The teacher can show them magazine pictures, slides, and videos about snakes, so that children can recognize dangerous varieties. A study trip to the local snake center could be taken. A resource person could explain about snakes and their habits.

Insect bites and sun burns are common in countries which have hot summers. Children should be taught how to treat bites and burns.

TOPICS:

V. Customs and traditions (In every country there are traditional stories, folktales, songs, and games which are taught to young children to explain the origins of customs, festivals, and holiday observations. Many of the holidays and customs observed by American children have their origins in Europe, Asia, and Africa. The kindergarten child will enjoy actively participating in learning about and comparing the folklore and customs enjoyed by their host nation peers with their own U.S. customs and traditions.)

OBJECTIVES:

- o Describe traditional stories, games, songs, and customs related to host nation holidays and festivals.
- o Identify stories, games, folktales, and customs enjoyed by host nation children.
- o Perform songs, folk dances, and music of the host nation.
- o Recite simple host nation songs and rhymes.

Angela Devoti
Seoul
Korea

ACTIVITIES:

1. Host nation holidays: Discuss U.S. holidays with children each month. Ask if they know which holidays are celebrated by host nation children. Make a large multicultural calendar highlighting both American holidays and host nation holidays. Use puppets to compare and discuss both holidays. Following are examples of holiday activities which should be carried out throughout the school year.

a. Show pictures of host nation holiday scenes and discuss important activities carried out to celebrate the holiday.

b. Teach holiday songs and rhymes.

c. Tell stories and folktales related to holidays.

d. Explain local traditions and customs.

e. If possible, visit a host nation kindergarten when a particular holiday or festival is being observed.

f. Take children to a local outdoor market or store to purchase inexpensive things associated with a particular holiday.

g. Role play activities related to particular holidays. Make simple costumes and props to create a more dramatic atmosphere.

h. Make simple holiday objects. Invite host nation parents or other community members to demonstrate how to make special crafts or foods associated with holidays.

i. Take children for a walk through main streets of local village or town when its decorated for a festival or holiday.

2. Folktales: Reading a host nation fairytale or legend to the class is a good starting point to develop puppet shows, short plays, and other dramatic activities with the children. A small puppet stage can be used again and again for many different purposes. A flannel board is also good for illustrating the different characters and scenes in a folktale. These and other props can be used for planning or reenacting real life visits to a farm, market, zoo, or other study trip activity. When art activities are planned which involve making masks, puppets, costumes or props, the host nation teacher should work closely with the classroom teacher and/or the art teacher to prepare materials and to work out simple construction techniques. The children will need some assistance from the classroom teacher, parents, and when possible, older students when constructing papier-mache' masks, props, puppets, or when cutting out paper or cardboard characters.

3. Songs, dances, and games: Kindergarten children enjoy rhythmic games, songs, and dances. These should be taught throughout the year and utilized to acquaint children with host nation customs, holidays, and traditions. Songs and games are also useful tools for developing host nation language skills.

Parents, older students, and other community members should be invited to demonstrate a folkdance, play a typical instrument, tell a folktale, or teach a game. Older people in the community should be invited to talk to children about what they enjoyed doing as children and to show "antique" toys, dolls, musical instruments, or games that they had as children.

TOPICS:

VI. Our Community Helpers (The children should have the opportunity to become acquainted with members of the U.S. base and the host nation community who are concerned with health and safety.)

OBJECTIVES:

- Identify members of the host nation and U.S. base community who can assist in health and safety matters.
- Practice good health habits.
- Practice appropriate safety rules.
- Use simple host nation phrases in various situations.
- Recite simple host nation songs and rhymes.
- Imitate the sounds of the host nation language.

Karl Wagner
Escuela de Diablo
Panama

ACTIVITIES:

1. The fire department. During "Fire Prevention Week" or another appropriate time, invite a member of the base fire department or host nation fire department to discuss fire safety with the class. Some fire departments will bring a truck and firefighting equipment to the school campus and demonstrate their use as a part of their presentation. Followup the fire department's presentation with a review of safety procedures.

2. Visit a host nation fire station: The teacher may want to take the children for a visit to the local host nation fire station. Prepare children for what they will say and do during the visit. Followup the visit with a review of what to do if there is a fire at home or at school. Have children draw pictures illustrating what they saw at the fire station.

3. Rules: Introduce children to a new game. Then discuss what happens if someone doesn't follow the rules of the game. Have children review some of the rules of the game. Ask the class to explain the rules they need to follow in different situations outside the classroom. Draw special attention to rules they would have to follow when walking in a village or city.

4. Visit from a host nation police officer: Invite a local police officer to visit the class. Use safety filmstrips from your library. Make a traffic light and role play how to cross the street. Teach songs or rhymes about safety rules.

5. Dental health: During "Dental Health Week" or another appropriate time, invite a dentist from U.S. base or host nation dental office to speak with children. Teach children a song or game about dental care.

6. Visit To Dental Office: Children might be taken to visit a dental office on base or in the host nation community. Arrange for parents to assist as chaperones during the visit.

7. Puppet Talk on Dental Health: Use host nation and U.S. hand puppets to discuss dental health. Review host nation terms for mouth, teeth, face, toothbrush. Teach children a song and have them mimic brushing their teeth, washing face, combing hair, etc.

8. Other Community Helpers: Depending on local resources and appropriateness for class, the teacher may want to take the children to visit a post office, a local library, or other community facility.

In non-English speaking countries it is important to include host nation vocabulary building exercises into lessons which prepare the children for such visits. In all cases children should have the opportunity to discuss their ideas and perceptions about the places they have visited and the opportunity to do followup activities which will reinforce what they have learned.

TOPICS:

VII. Food production in the host nation

OBJECTIVES:

- Identify the origin of some of the basic foods of the host nation.
- Join in a visit to a local farm.
- Join in preparing a typical host nation food.
- Describe basic eating manner of the host nation.
- Demonstrate how to use basic eating utensils of the host nation.
- Join in activities related to plant production.
- Recite simple host nation songs and rhymes.

ACTIVITIES:

1. Where does food come from? Discuss with the class some of the basic foods they eat every day. Then ask them where these foods come from. If children say it comes from the stores, help them go beyond this to a discussion about food production. Lead the discussion into the raising of grain crops, of dairy production, and of animals on nearby farms.

2. Distinguish food according to origin. After discussing different foods which go to make up breakfast, lunch, and dinner, have students categorize food according to origin from plants or animals. Make two charts, one showing foods from plants and one from animals. Illustrate the categories by having children draw foods or bring in pictures from magazines to paste on the charts.

3. Farm. Teach names for farm animals in the host nation language. If possible, teach children a song in the host nation language about farm animals. Example: "Old McDonald Had a Farm" could be translated into the host nation language.

4. Visit a farm. Ask children if they have ever been to a farm. Let them tell what they would expect to see on a farm. Then tell children that they will be going to visit a farm in the area. Have a sample of things grown on the farm. This might be hay which is fed to the cows or samples of vegetables or fruits. If it is a dairy farm, describe what the cows eat, how they are milked, how milk is made into butter and other products.

During the visit to the farm, take along a tape recorder and camera. Tape sounds of farm animals. Take slide photos of the farm house, animals, fields, etc., for use in followup activities.

5. Let's make a food! Discuss the farm visit and what was observed. Tell the children that they will have a chance to make a basic food. Have everything ready for students to make yogurt or butter. Teach them an appropriate song.

6. Typical host nation foods. Discuss with class some of the basic foods of the host nation. Then ask if they have ever tried to eat any of these foods and how they taste to them. If it is possible, tell them they will be able to sample some basic food of the host nation.

7. Eating manners. Before children sample the basic host nation food, they will need to know how to use utensils of the host nation. Set up the models of the everyday food of the host nation in the classroom to pretend to eat. The models of the everyday food which are made out of plastic can be seen in the windows of the restaurants in some host nation countries. It is recommended that, if possible, the host nation teachers have a model of the typical host nation food as part of their teaching materials. Teach the students how to use utensils of the host nation.

8. Preparing a typical host nation food. Students can prepare the typical host nation food if they are assisted by upper-grade students or parents. If possible, teach an appropriate host nation song about the typical food or food preparation.

9. Similarities and differences. Prepare a little bit of an American food and the host nation foods. Let children try to eat the food of both countries. After they have eaten, they can discuss the tastes and describe any similarities or differences.

10. Planning a garden. Discuss with children what kinds of plants grow in the host nation community area (trees, bushes, flowers, vegetables or fruits). Have children give examples of fruits or vegetables they eat that do not grow in the country. Discuss why some crops are grown in the host nation and others are not (rain, sunshine, soil condition, etc.). If possible, plan a little garden area on the school grounds and plant a few fast growing plants. Alternatively, plant some seeds in pots or window bases and discuss what must be done to make them grow. Discuss the host nation names of foods to be grown. If possible, teach a song about growing plants.

11. Overview. The host nation communities provide some excellent examples of ways in which essential foods are produced. Depending on what is available in your host nation, you may want to develop units of study around one or more of the following visits:

a. A dairy farm where milk is processed from cow to bottles.
b. A farm or orchard where fruits and vegetables are grown, gathered, and shipped to the market.
c. A harbor or hatchery where fish are obtained and processed for the market.
d. A bakery where baked goods are produced.
e. A cheese making factory or farm.

TOPICS:

VIII. "You and Me" - Physical Education (Children everywhere enjoy playing games. Ask students if they are familiar with basketball. Ask them if their brothers or sisters play basketball, and explain to them this game is very similar to basketball.)

OBJECTIVES:

- Practice rules and procedures of host nation games.
- Match game with their countries of origin.
- Describe scores and results of games.
- Say the numbers in host nation language.

YOU

You've always been there for me.
You've shared my joys and sorrows.
You are a part of me, and I a part of you,
You are my friend.
You helped me to see a new side of life.
A life of joy.
A life of love.
A life of song and sun.
I have failed you many times,
Yet you were always there,
Still beside me
I see you in the sun.
The rain,
The smiles of children.
We are miles apart,
Yet we are always together.
You've given me a life of
Love,
Joy and
Song and sun.
I love you.

Stephanie Townsend
Yokota High School
Japan

ACTIVITIES:

1. Throwing ball: The rules of the game are that students are divided into two groups. Each group can be given a name using a host nation term. The game starts and stops at the sound of a bell. Each group lines up behind a line drawn on the floor or ground. Two baskets are held by older students or aides about 20 meters from the starting line. Balls of two different colors are placed on the ground near each group.

a. When the bell rings, students pick up the balls and try to throw them into their basket. There is to be no pushing.

b. The ending bell is sounded after 5 minutes.

c. Count the number of balls in each group's basket. Count using the host nation language.

d. Let students determine which group has the most balls.

TOPICS:

IX. "You and Me" - Arts (Art belongs to you and me. Art is a necessary and vital part of your life and mine, and it belongs to every person.)

OBJECTIVES:

- Visit host nation sites where art is created.
- Join in activities which are typical of the host nation.
- Share personal creative expressions with others.
- Create works of art in a group.
- Create traditional art works associated with host nation holidays.

Laura Ramos
Wurtsmith Elementary School
Philippines

ACTIVITIES:

1. Visit to a pottery shop: Prepare children for a visit to a site where art is created. While there, children should have an opportunity to make a simple art product. Example: Visit a pottery maker where children can make a simple pottery and after it has been in the kiln (it might take 2 or 3 weeks), children can take their work home.

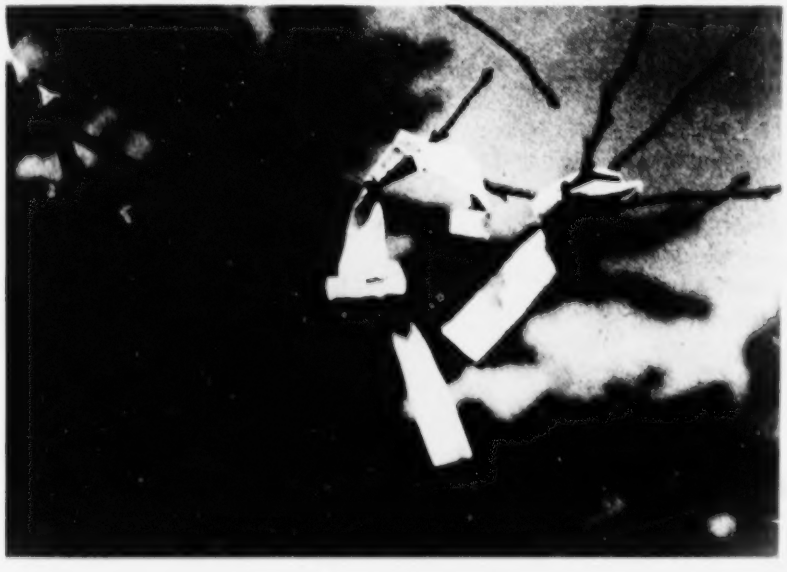
2. Visit from host nation artist. Have a resource person, who might be an older host nation student from the community who is skilled in a particular art form, come to the class and work with the children. Example: If the school does not have a kiln, they might take their work to an arts and crafts center on base to be fired.

3. Holiday art: Have older host nation students who are skilled in a particular art form come to the class to work with the children about the art related to the traditional holidays; e.g., kite making and painting fans.

Before a holiday such as Valentine's Day, Christmas, or a host nation holiday, children can make large, fancy cards to send to their peers at a host nation partner's school. Ask parents to assist in writing brief messages in the host nation language.

4. Sharing mural art. During an exchange visit with a host nation class, develop a simple mural representing a familiar theme or experience both have had; e.g., animals at the zoo, or a visit to a farm. Each child can paint and cut out one large animal to make up a large mural. The host nation teacher tells the name of each animal in English and in the host nation language. Then have the children go up in pairs and paste the animals on the mural. Invite parents to help.

5. Nature tree. After a "nature" walk in a park or other areas, children come back to class and create a tree mural. They should think of everything that could live in, be on, or under a tree (squirrels, butterflies, birds) when they make their tree mural.



TOPICS:

X. Pets and Favorite Animals (Compare pets or favorite domestic animals of host nation and American children.)

OBJECTIVES:

- o Identify kinds of pets or favorite animals of children in host nation country.
- o Identify basic needs of animals that are kept as pets.
- o Imitate the sounds of the host nation language.
- o Use simple host nation language phrases in various situations.
- o Recite simple host nation songs and rhymes.

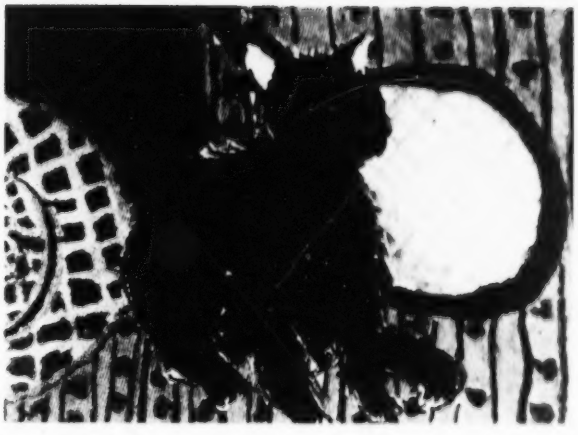
ACTIVITIES:

1. My favorite animal. Discuss favorite domestic animals or pets with children. For American children this will probably include dogs, cats, mice, hamsters, rabbits, goldfish, and sometimes small birds; e.g., parakeets or canaries. Some may also have small lizards as pets. Next ask children which animals they think host nation children like most as pets. Show pictures of favorite host nation pets, and tell children the host nation names for the animals.

a. Ask the children to draw a picture of their favorite animal or pet (tempera paint or crayons could be used for this). The animals should be drawn very large. All of the animals should be cut out at a later time and put together as part of a mural or bulletin board display titled "Our favorite animal." Review host nation names of animals with children.

b. Discuss care of pets with children. Let several children describe what a particular kind of pet should be fed, the environment in which it lives, etc. Refer to the mural or bulletin board with children's drawings of pets and use hand puppets to review host nation names for animals. Read or teach a short poem or song about a favorite animal.

Christy Patrick
Wagner Middle School
Philippines



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